DOCUMENT RESUME

ED 425 160 SP 038 239

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TITLE Professional Partnerships in Polyphonic Voice.
PUB DATE 1998-10-17
NOTE 26p.; Paper presented at the National Professional Development School Conference (Baltimore, MD, October 15-17, 1998).
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Faculty; *College School Cooperation; Cooperating Teachers; Elementary Education; Elementary School Teachers; Faculty Development; Field Experience Programs; Higher Education; Participative Decision Making; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Student Teachers; Student Teaching; *Teacher Collaboration; Teacher Improvement

ABSTRACT

This paper describes the experiences of several individuals involved in the initial stages of orchestrating a school-university partnership. A group of elementary teachers, a student teacher, a cooperating teacher, a university faculty member, and a coordinator of school-university partnerships participated in the experience and shared their views on the partnership. The participants reported that the partnership was an opportunity for personal growth within the context of improving their classroom instruction. Open, honest communication among participants was a recurring theme, and participants noted that the process of developing mutual goals and shared decision making was crucial. School teachers confirmed that having access to university personnel was an advantage of the collaborative effort. Time and attitude (having an unteachable spirit) were seen as potential barriers to collaboration. An appendix presents a preliminary planning document from the partnership. (Contains 19 references.) (SM)

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ED 425 160

Professional Partnerships in Polyphonic Voice

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Paper presented at the National Professional Development School Conference Towson University, Baltimore, Maryland October 15 - 17, 1998

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Professional Partnerships in Polyphonic Voice

"Polyphonic--having many tones or voices, a style of musical composition in which two or more independent melodies are juxtaposed in harmony."

Webster's Ninth, 1988

"It is necessary to have a good attitude, a willingness to work together, making sacrifices where necessary and having mutual respect."

Avondale Teacher

Introduction

Professional Development Schools

Professional Development Schools strive for renewal by collaborating and engaging inservice teachers, preservice teachers, and university faculty in the building of knowledge and implementation of strategies for more effective teaching and learning. The preeminent intention in professional development is to improve the quality of educational settings with the ultimate end of intrinsic motivation, personal development and enhanced achievement for young students.

Exceptional opportunities for inservice teachers, school administrators, university personnel and especially, for preservice teachers exist in educational settings that explicitly attempt to nurture growth through professionalism and collaboration. Underlying this educative atmosphere is a commitment to establish effective learning and sound pedagogical practice by elementary school and university personnel cooperatively working to strengthen preservice teacher education through immersion experiences with elementary student learners (NCATE, 1997). The Holmes Group (1990) has encouraged the notion and vision of school and university partnerships to simultaneously improve elementary student and preservice teacher learning, specifically creating a sense of parity among university and school participants as teachers and learners. Jointly, inservice teachers and university personnel facilitate teaching and learning opportunities for preservice teachers to forge authentic connections between the reality of the elementary setting and the underlying theory taught in the university classroom. Often, collaborative research emerges as another outcome from this interactive process.

At the heart of the professional development school model is a constructivist theoretical approach to learning. Black and Ammon (1992), Brooks and Brooks (1993) and Brown, Collins, and Duguid (1989) support the conception that when learners engage in the act of analyzing events within a contextual environment, they actively come to know. A constructivist learning process renders various opportunities for learners to experientially explore phenomena, make conjectures, and remodel thinking in order to revise their prior

constructions of knowledge (O'Neil, 1992). Constructivist learning is based on a view that understandings are achieved through one's relevant, life experience in context rather than discrete facts passively received from another (Black & Ammon, 1992). Knowledge is constructed through a systematic cognitive process whereby information is interpreted within and about a given context. Social and cultural mores abet knowledge construction and learners often come to know from discourse with others (Brown, Collins, & Duguid, 1989; Darling-Hammond, 1997; Eisner, 1991). Knowers question, inquire, and experiment out of cognitive constructions. A constructivist approach to learning is closely related to "digging below the surface" to uncover the enigmatic aspects within the experience, in this case life in the classroom. Examining perceptions, interpretations, and problem solving to make meaning in classroom contexts informs practice. Informed practice leads educators to enact more effective teaching and learning strategies. This ideology permeates school/university partnerships.

Studies often cite the complexities of time and attitude toward change as challenges to ongoing collaborative processes (Keating & Clark, 1988; Lieberman, 1988). Successful collaboration appears to be built upon mutually assumed tenets. Robinson and Darling Hammond (1994), Senge (1990), and Van de Water's (1989) work cites the following as necessary features to orchestrate a harmonious partnership: mutual self-interest and common goals, mutual trust and respect, shared decision-making, maintaining a clear focus and a having a manageable agenda. Commitment from top leadership, as well as fiscal support is vital as well. However, it is commitment that distinctly enables the dynamics of sharing knowledge in communication to become a melodic composition of professional learning.

Professional Development in Polyphonic Voice

Educational professional development is a uniquely personal journey for each educator as they attempt to make sense out of a combination of factors influencing elementary teaching and learning. Factors may include the educator's teacher preparation, the complexities of the school culture, past educational experiences, the body of literature and research about curriculum and instruction, and the expertise extended through collaborating with professionals and other data sources. Glickman (1990) emphasizes that the growth of teachers is an individual process; the starting place for professional development is where each educator is in their individual professional development. As "growing adults," they will continue to be learners as they are presented with opportunities to interact, reflect, and grow with other professionals in the work environment.

The partnership arrangement is akin to a composition in musical harmony. Sometimes voices are harmonious, sometimes a cappella, and at times voices can be sharp or flat! But despite our polyphonic perspectives, the chords of commitment and collaboration are repeated in coda throughout the transactive nature of the partnership. In this growing and learning

arrangement, various participants' voices characterize personal perspectives, the ways in which mutual professionals shaping of perspectives has occurred. As in an a cappella performance, renewal is generally the collective sense in the finale of a partnership opus. This narrative represents varied polyphonic renditions on a school and university partnership.

Purpose

The purpose of this paper is to describe experiences from multiple voices and perspectives involved in initial stages of orchestrating a school and university partnership. Elementary teachers, a preservice teacher placed in a classroom with a participating teacher, a university faculty participant, and the coordinator of school/university partnerships reflect the polyphonic nature of this composition. Each will share perspectives in a particular key. As each voice has its particular rendition on partnership, similar and different chords are struck. Ultimately, however, as our evolving roles, insights, and vision are juxtaposed the a cappella harmony resonates in an melodious opus of learning

Avondale

Avondale Elementary School rests on a kudzu wrapped hill in an older urban neighborhood. The four-story building was built in 1923. The high ceilings, wide hallways and stairways that lead to classrooms of children in grades K - 5 create a sense of largeness, even to an adult. A gymnasium, an auditorium, a library, a cafeteria and office complete the stately and historic school building. Avondale has been accredited by the Southern Association since 1976. As visitors enter the school through a designated red front door, they are greeted by teachers and children alike who travel the hallways to the many destinations listed above. A pleasant atmosphere and array of student work hanging on attractive bulletin boards distracts visitors from noticing that the school building is in need of repair. Avondale is located in an urban setting and its student population is made up of approximately 89% African-American and 11% Caucasian. Housing in the neighborhood is vastly disparate, ranging from historic homes of grandeur to less than modest single family dwellings and apartments.

Six faculty members at Avondale Elementary School initially became involved in an informal school/university partnership during the 1996-1997 academic year. Three of these teachers had inclusive classrooms where students with autism were included during a portion of instructional time each day. All six offered social studies preservice teachers guidance and supervision in their classrooms. The first group of preservice teachers were placed at Avondale for social studies methods field experiences in the winter quarter of 1997, at the request of the school (prior to that, technology assistance had been provided by the university assistant professor). The elementary teachers met willingly with the university faculty participant following school faculty meetings on a number of occasions which directly corresponded to the

beginning of the university academic quarter. The school principal was supportive and met with the group when available.

At the present time, the partnership arrangement has dynamically evolved and become more formalized. Because of a newly appointed school/university partnership coordinator at the university level, and the growing ranks of participants, which include eleven elementary teachers and five university faculty, a refashioned partnership has emerged. The partnership now has teacher education methods coursework taught on site by five-university faculty with assistance from the elementary teachers. Sixteen preservice teachers are immersed into the every day curriculum and instruction in the eleven teachers' classrooms virtually two days per week. We gather at the end of each of the two days in a colorfully decorated room on the first floor of the Avondale building on an alternating schedule where professors facilitate processes to connect practice and theory.

This remarkable evolution from discrete teacher preparation coursework to a collaborative, on site immersion experience is a result of three full-days of formal meetings. The three days of planning were attended by most of the Avondale faculty involved. Two university faculty members attended all three meetings and one university person was in and out of two days; one other did not attend. The newly appointed school/university partnership coordinator facilitated the processes so that we concluded with a document illustrating our days of work. Many informal hallway conversations help shape the arrangement as well. Obviously, the university faculty has spent many hours in discourse to rethink and negotiate traditional teacher education as well. Jointly, the members of the Avondale/UAB partnership brainstormed, discussed, disputed and assessed myriad issues, and ultimately, crafted a mission statement, goals, and objectives as mutually assumed tenets to guide our partnership.

As all movement has time and tempo, this narrative tells the story from four movements in polyphonic voice. Each voice is a rendition in a particular key yet composed about the melody of partnership.

Professionals in Polyphonic Voice

Sheila Wade *- Former 2nd Grade Teacher; Avondale Elementary School; Now a Curriculum Support Teacher - Area Two Birmingham City Schools*

At the beginning of the 1997-98 academic year, I asked to become a part of the UAB social studies preservice teacher program. I saw the experiences that everyone else was having, everyone being the preservice teachers, Avondale teachers and most importantly Avondale students.

The preservice teachers started working one on one with students, then with small groups, and with children at the computer. After a few weeks, they then progressed to instruct the entire class. Before the preservice teachers planned and taught lessons, we had a planning

period to discussing the Alabama State Course of Study objectives. We then determined what units we would we would cover. The topics that were chosen were extensions from my topics.

Working with the preservice teachers kept me abreast of current teaching methods and actually kept me on my toes because I had to be prepared for my preservice teachers to come. By having these people in my classroom, there were extra hands and help for my students. The preservice teachers brought new and creative things and taught the children and me, too. I knew that the preservice teachers' teaching made an impression on the students because two preservice teachers had planned a unit on Washington, DC, and the students continued to write and talk it about throughout the school year.

Spring quarter I was fortunate enough to have as preservice teacher, Layla McNair. She and her partner did an excellent unit on Brazil. Birmingham was saluting Brazil in its annual festival of the arts, so that is why we chose this theme. Their unit included map study skills, and food and animals from the rainforest.

Having the preservice teachers in my classroom was a real learning experience for me, just as it was for the children. This was a successful experience for me because we had open lines of communication, mutual respect, and the same basic philosophies about how students learn. Although it was extremely beneficial for my students and me I believe that the preservice teachers gained the most. It gave them an opportunity for the to be in the real world of the classroom. By being in the classroom they could then decide if they wanted to be teachers or go into another field, because they could have never taken Avondale 101 in a UAB classroom.

In 1997-98 the program was very UAB structured. The university instructor mainly made the decisions. Then in the spring of 1998 when funding became available and after attending a professional development school conference in Kentucky, the decision was made to allow Avondale Elementary to become a partnership school site. The Avondale faculty was surveyed and seventeen members responded positively agreeing to design a program in partnership with five UAB faculty members. We met and worked together for three days alleviating the Avondale teachers' fears of forging a partnership with the university people. We collaboratively wrote goals and objectives for the program and charted the course for the year. In August of 1998 I was promoted to curriculum support teacher for the school system and left Avondale. Area Two, where I now work, includes Arrington Middle and Wilson Elementary which are both partnership school sites. So now I get to work with two partnership schools instead of just one.

Layla McNair *- Elementary Preservice Teacher; University of Alabama at Birmingham*

In becoming actively involved in the planning of lessons along with my preservice partner, I began to see the importance of melding my ideas with the ideas of others in order to provide a more intricate and rich learning experience for the students. My partner and I were to plan two social studies lessons that would be compatible with the concepts Mrs. Wade had introduced to her students. Mrs. Wade and her second-graders had been studying landforms, so she suggested that we compose two lessons that explore Brazil as a landform, and also to include cultural aspects of the country. While creating the lessons, my partner and I incorporated the theories and ideas that we had been learning in class from Dr. Christensen, along with teaching strategies that we saw modeled by Mrs. Wade. I wanted the lesson that I was to teach to actively involve the students in learning. Using a constructivist ideal can help the students to become engaged, and in turn, maintain interest in what hey are learning. In my lesson, I wanted to introduce the idea of a map, within the context of learning about Brazil as a landform. Also in this lesson, the students would have to use and practice the skills of observing and interpreting their observations. I started with the idea of being very general, using Mrs. Wade's large map of the world to orient students to where Brazil is on the map. Next, we discussed the prominent features on the map of Brazil and how it was labeled. The following step was to create a "Me Map." The students drew simple pictures of themselves and then labeled their parts as if it were a map. The students seemed to grasp this concept quite well, and I felt that using this step-by-step process of student involvement prepared them for the final activity of the lesson. This last step was for each student to make their own map of Brazil and to label it. This allowed the students to use the skills and experiences from the other activities and build upon them in order to grasp the concept of this final activity. The students were excited to participate, and the changes in activities seemed to keep them interested and actively involved in the lesson. The students even went farther than I had anticipated; many of them chose to include major cities of Brazil their map, land characteristics, and the capital, Brasilia! I think that the students in Mrs. Wade's classroom at Avondale Elementary enjoyed the lesson and learned from it due to three factors: the cooperation between Mrs. Wade, myself, and my partner, the incorporation of strategies that the students were accustomed to, and keeping the students actively involved in their learning.

As a preservice teacher from The University of Alabama at Birmingham, my experiences at Avondale Elementary were conducive to my learning as a soon-to-be teacher. The partnership between the university and the teachers at Avondale produced a learning environment that was beneficial to the other preservice teachers and me. This partnership also encouraged collaboration, flexibility, and the value of working together as a team. These are necessary tools in the daily work of a teacher, and the inservice teacher with whom I was

placed, Mrs. Sheila Wade, modeled them.

***Lois M. Christensen** – Assistant Professor; University of Alabama at Birmingham; Liaison to Avondale/UAB Partnership*

As a result of a referral, I was invited to Avondale to assist some teachers and students developing facility with Hyperstudio™ software, a product that allows students to design research presentations. Following a few technology-tutoring sessions, an invitation was extended offering field placements for my elementary curriculum and instruction preservice teachers enrolled in social studies methods coursework. I was delighted by the invitation. It was gladly received and accepted. Social studies preservice teachers began field placements in January 1997, at Avondale. As part of the field placement, it was decided by the participating Avondale faculty to include a Hyperstudio™ stack on the social studies topic of study that the preservice teachers collaboratively selected with input of the Avondale cooperating teachers.

The preservice teachers attended class on campus and were released five days to teach plans they developed under guidance from their cooperating teacher and me at Avondale. Their mini-unit plans were embedded into the cooperating teachers' existing curriculum. Each topic of study was grade-level specific and in compliance with the Alabama State Course of Study.

Not only was this partnership based on the social studies and a technological focus, but it also involved the inclusion of special needs students. Students with autism from a private special education school are included in the public elementary setting at Avondale School. All of the students with autism live within the attendance zone of Avondale School. The private school supports a special education team on site who serve as a resource for the regular education faculty to provide necessary accommodations and modify the curriculum and instruction to meet the needs of the included students. I judge that the social studies preservice teachers are fortunate participants in authentic elementary field setting classrooms where technological and inclusive teaching practices featured.

Our university is on eleven-week terms. Each term brought an increase in Avondale faculty who volunteered to serve as cooperating teachers for the social studies methods students. In the spring of 1998, fifteen teachers welcomed thirty-four preservice teachers into their classrooms to practice planning and teaching social studies lessons.

During this spring term, I responded to an in-house, School of Education request for grant proposals to renew teacher preparation. The grant was awarded and funded the formalization process of this fledgling partnership. At present, sixteen preservice teachers are spending two terms, fall and winter, at Avondale. The preservice teachers will accomplish the equivalent of 24 hours of coursework. They spend two days a week in twelve Avondale teachers' classrooms. University coursework is taught on site in the late afternoon in an empty

classroom. This configuration is a result of our collaborative planning in an effort to more efficiently meld teaching theory and practice as we renew teacher education.

Janice Patterson *– Coordinator of UAB School/University Partnerships*

In the spring, 1998, I began the job of PDS Coordinator with the charge to work with faculty to move our traditional teacher training program to a field based program, i.e. establish professional development sites. The faculty liaison for Avondale, Lois Christensen, shared my commitment to collaboration and invited me to work with her in further developing the Avondale partnership.

The UAB/Avondale partnership began with a critical advantage; the faculty liaison is trusted and respected by the faculty. The school's teachers repeatedly voiced their willingness to work with the university and said, "Just tell us what to do and we'll do it."

We developed a consensus-planning model based on the assumption that all voices are equal. The process was designed to break down traditional hierarchical arrangements between schools and universities. We agreed that no one should be telling anyone else what to do; rather, this consensus building process required that all participate and that diverse opinions were an essential part of our perspective, to be valued.

We convened the two-day planning session in June. All participants collaborated in creating a vision statement and supporting goals that make it clear we are partners, working together to achieve our vision (See Appendix A). At the conclusion of the session, all participants responded to the question: *What did you learn and how do you feel about the planning session?* The comments included:

> *"There is equity between UAB faculty and Avondale Teachers."*
>
> *"I like what we've done – we've opened up and communicated."*
>
> *"We have similar ideas about teaching and the partnership."*

In a follow-up session in August, university and school faculty worked in small groups to review content in science and social studies methods courses as well as content for the elementary school curriculum course. Currently, we have 12 Avondale teachers and 5-university faculty working together to prepare a cohort of 16 preservice teachers. The Avondale faculty is also working with the university to prepare 40 preservice teachers at the beginning of their professional education; these students are tutoring individual children and observing in classrooms.

The most recent celebration of our partnership occurred in early October as the university students and faculty joined with the Avondale teachers, parents and community members for a school fix-up day. Together we planted shrubs, painted walls, cleaned windows, scrubbed walls, pruned crepe myrtle trees, and cut back the ever-growing kudzu. It is symbolic of the commitment to the partnership that the university liaison scrubbed toilets and

painted walls in the teacher's lounge.

A variety of scholars and practitioners have documented the difficulty of forming school and university partnerships and the difficulty of instituting organizational change. Darling-Hammond (1994) noted that professional development schools "...require fundamental changes in both of the parent organizations, the work is both daunting and devoid of guidelines."

The UAB/Avondale Partnership is no exception to the barriers such collaborations confront. We have already realized the restrictions of limiting content instruction for university students in order to expand their time in the field. We are currently struggling as a faculty to determine what content is of most value and are involving teachers in that discussion. Yet, we are pleased with our progress. We recognize that it's early in the journey but that by remaining committed to our vision and our collaborative process, we increase the odds of success.

Other Avondale Faculty Voices Prior to Formalizing Partnership

During the academic year prior to the days spent in the summer of 1998 sessions that set the stage for the process to formalize our partnership, a core group of teachers shared their thoughts about the tone of partnership arrangements. All were Avondale faculty who volunteered to serve as cooperating teachers for the social studies methods preservice teachers in the fall term of 1997. Sheila Wade was among those who responded to an interview assessing key stanzas in partnership arrangements. Willingness, cooperation, and organization were characteristics that teachers voiced as salient components for collaborative endeavors. These Avondale teachers expressed that "cooperation and willingness to learn from each other" are necessary for collaborative endeavors. One faculty participant specifically addressed and qualified her list of requisite guidelines to develop a collaborative spirit as: "a willingness to work together, making sacrifices where necessary, and maintaining mutual respect." Verses added to enhance collaborative efforts were, "planning opportunities, scheduling, and flexibility." "Having a common philosophy" was a solo sung as an essential component to build collaboration.

Resoundingly, time reverberated as a challenge by all the voices. Attitude was also seen as a potential barrier to collaboration and it seemed to be sung sotto voce. The greatest barrier to a harmonious collaboration, from one Avondale faculty member's perspective, was "an unteachable spirit." "Everyone can learn and should be willing to consider new ideas." Other faculty members harmoniously intoned these perspectives in referring to attitudes as potential obstacles to partnership "unopenmindedness and unwillingness to share ideas," and "having a bad attitude from either side, a lack of cooperation from either side, and unwillingness to carry your load" or "share ideas."

Avondale teachers mentioned the behaviors as portals to collaboration. "Keeping lines of communication open" and having "the ability to work and discuss new ideas and new ways to teach, as well as sharing ideas that do work" were renditions voiced by faculty. Qualifying "Communication" was qualified with the word "honest." Flexibility was another characteristic sung as a necessary ingredient for successful partnerships.

The teachers chanted variations of contribution factors that they bring to partnership. No characteristic was particularly consonant, but references to professional skills and levels of experience and willingness to open classrooms for collaboration seemed to reverberate from the participants' responses. Three faculty respondents explicitly celebrated fifty-four total years of teaching experience. These years, tied harmoniously together, were sung as notable contributions to partnership. Teachers also saw the partnership as an opportunity to offer "reality" to university personnel. "I have a friendly, hands-on teaching environment to offer, and ideas and information about current teaching responsibilities and curriculum." "Current," being underlined, quite possibly emphasized that the university end of the partnership might be vocalizing some very flat notes. Lastly, one teacher considered her classroom as an ideal field setting for preservice teacher interns, "I realize the importance of a good student teaching experience, and am anxious to provide students a good experience."

Teachers hoped to gain new ideas and methodologies as a finale from affiliation. Keeping up with the latest research on teaching and learning, becoming aware of new trends in education and learning new ways to deliver social studies instruction, were areas that teachers expressed as "needed to keep changing and growing." The Avondale teachers confirmed that having access to university personnel was an advantage of the collaborative effort. One teacher responded that through the partnership she expected to "learn much about myself as a teacher and as a learner." "Turning children on to social studies" was articulated as a welcomed music of partnership. Of course, key to this arrangement, was providing preservice teachers with field placements for social studies methodology to be practiced. Other benefits expressed from engaging in the school and university partnership were: "My second graders will benefit from working with someone other than me. The students receive more attention from the preservice students being in the classroom." Having preservice teachers descend upon classrooms can often cause more inconvenience and work for inservice teachers. In a contrasting and rhythmical key, teachers voiced that "the social studies students [preservice teachers] are refreshing and are eager to learn how to teach."

Implications

The myriad melodies sung by Avondale and university faculty, and the preservice teacher's voice about being in partnership concert is likewise reflected in the literature. Consonant with Robinson and Darling-Hammond's (1994) perspective on successful

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collaboratives, these educators cited communication and organizational structures as imperatives to harmony. However, participants departed some from the prevailing literature, as they did not express concern about fiscal support for the collaborative. No one voiced that having a commitment from top administrators at the school or university level was key to partnership.

All voices echoed the refrain that partnership is an opportunity for personal growth within the context of improving their classroom instruction. New materials or personal recognition were stanzas absent from these renditions.

Professionals soundly acknowledged their contributions to the collaborative through their extensive experience and providing "real" instructional field placements environments. Conversely, actually learning from the different instructional methods enacted by preservice teachers with their own students in their classrooms could boost their confidence and expand their instructional strategy repertoire. All polyphonic voices represented in this text harmonized on the note that partnership is a learning process.

Open and honest communication among all participants was a recurring melody. The commitment to enter into conversations regarding professional growth and lifelong learning was suggested as an important gateway for a successful partnership. The process of developing mutual goals and shared decision-making was critical, as noted by numerous theorists (Brown, Collins, Duguid, 1989; Eisner, 1991; Darling-Hammond, 1994.) as well as the educators' voices juxtaposed in this text (see appendix A). School-based faculty articulated the perception that university faculty spends more time reading the latest research on teaching and learning, implying that everyone could benefit from sharing of knowledge. Having a forum for educative discussion, a place where sustained conversation about how the pieces of professional development fit together in order to provide improved instructional practice, was sung as an added value. Emergent consciousness about the issues of teaching and learning now had a place to be nurtured, a place where tacit knowledge could have explicit words wrapped around it. Relational knowing, coming to know in partnership, continued to be a refrain sung by these voices in concert (Hollingsworth, 1994).

Juxtaposed voices melodically examined barriers and portals key to professional school/university partnerships. Educators, at various stages of preparation, vocalized chords of opportunities for improvement, for themselves, their schools, and ultimately, the elementary students, from partnership arrangements. These professionals in partnership polyphonically harmonized the goals of the Holmes Group (1990), simultaneous educational renewal in concert.

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Appendix A

Avondale/UAB Partner School

Preliminary Planning Document

Prepared June 25,26, 1998

Avondale Faculty

Joy Burrow
Carey Anne Bruce
Arlinda Davis
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Jean Jenkins
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Carolyn Smith
Dianne Thompson
Sheila Wade
Mary West
Reggie White

UAB Faculty

Joe Burns
Charles Calhoun
Lois Christensen
Janice Patterson
Michele Sims

VISION

The UAB/Avondale Partner School Program will provide UAB professors and student teachers and Avondale teachers and students and parents and community members with the opportunity to study, teach, learn, and grow while providing real life learning expenses in this urban setting.

This will be accomplished by building and providing a learning community in which mentoring, modeling, cooperating and sharing take place in a positive, inquiring environment. In this community adapting, compromising, listening, sharing, evaluating and reflecting will occur, because we realize that young learners' lives are more important than our own.

Introduction

On June 25-26, 1998 a self-selected group of Avondale teachers and UAB faculty came together to plan joint activities for the 1998-99 school year. As a first step in the planning process, participants were asked to brainstorm responses to three questions that would set the tone for the workshop. The questions and responses are below.

What is the worst case outcome of today's workshop?

- My children will kill each other
- People feel uncomfortable, reluctant to communicate
- We don't achieve goal/objective
- Feeling that I can't contribute to the group
- No progress toward common vision
- Waste of time
- Leave at 3:00 and not know/have sense of expectations
- Leave at 3:00 and not feel as though we accomplished anything
- Upset/angry with each other
- Come away feeling task is impossible
- Lunch doesn't show up
- Spin wheels, accomplish nothing
- That we don't say what we really think and mean!
- That we don't get purpose of why we are here
- That we can solve everything (problems) in the next two days-not true, this is ongoing learning
- We don't understand exactly what is being asked of us

What is the best case outcome of today's workshop?

- All problems are ironed out
- We all feel free to express our ideas
- Sense of camaraderie amongst ourselves
- Feel comfortable taking problems to each other
- We could agree to disagree
- Leave with a new enthusiasm for what we're doing
- New enthusiasm for working with student teachers
- Willing to share our fears and worries
- Vision is clearer
- Everybody knows exactly what is expected of them
- Everybody is very enthusiastic and happy
- Come away trusting each other
- Come away with a bond with each other, speak freely

- Feel more comfortable with what we are trying to do
- Learn more about our interests and expand them
- Don't halt = get hungry, lonely, angry or tired
- If [there] are barriers, they come out - Be honest
- We won't get off task
- Everybody be committed

What actions, strategies or behaviors will generate the best case outcomes for today's session?

- Everyone talks
- [Be] open with each other
- Be confident
- Accept ideas without judgment
- Be vulnerable
- Ask questions
- Listen - achieve a shared vision
- Know your role
- Share yourself/be receptive
- Encourage others
- Be able to say, "I don't understand"
- Concentrate
- Laugh
- Reach out and touch
- Be an ant [carry one grain of sand at a time until the colony is built]
- We will relate our experiences
- Everyone participates with their thoughts and ideas
- Everybody has to be willing to compromise
- Freely say what is on our mind, thus producing a sense of honesty and sincerity among our members
- Acknowledging and accepting that we don't all know what others think we should know
- don't be afraid others will think your ideas are dumb or wrong
- We must think of each other as equals
- Charting our thinking
- Encourage those who are hesitant to share and develop a communication process so that group is not one-sided.
- Feel free to agree and disagree

Question posed to meeting participants: When you envision the Avondale/UAB Partner School, how do you see the activities of Avondale students?

Avondale children will

- See student teachers as their teacher
- Enjoy the experience
- Gain another perspective from another positive adult role model
- Have successful experiences
- Pass learning on to other students, teachers and parents
- See Avondale as a learning community
- Take advantage of extra attention and pair of hands
- Become teachers
- Learn to learn and adjust/adapt to different people and approaches
- Learn to work together in groups without fussing
- Interact and respond positively and show off what they have learned.
- Be proud of themselves
- Ask for extra help!
- Be involved partners
- Be motivated, enjoy learning and be happy
- Respect one another and not pit teacher against teacher
- Be comfortable with UAB students and faculty because they're always there
- Have positive and a wide variety of experiences
- Have more individual attention
- Claim "ownership" of the student teachers and faculties
- Have a higher self-esteem because of individual attention
- Have fun learning
- Have opportunities to see teaching and learning as a collaborative enterprise - we all tech and learn from each other
- Have success - be willing to make mistakes and be risk takers
- Clean up our mess

Question to meeting participants: When you envision Avondale teachers in the Avondale/UAB Partner School, what are they doing?

Avondale teachers will

- Facilitate
- Smile
- Help children learn
- Interact in a relaxed, fun environment
- Invite children to learn (laughing with and respecting children)
- Sharing experiences with students and teachers
- Sit in groups working cooperatively
- Sit with individual children
- Be well organized, thoughtful
- Discuss, share, smile, understand and enlighten
- Listen, help, bring students for help
- Collaborate
- Try out new ideas
- Be a mentor, friend.
- work with individual students in small and whole groups
- Listen
- Share new ideas and projects made possible by extra help
- Read common literature and have discussion groups
- Interact with students (children and UAB students)
- Explore
- Communicate with each other
- Model, mentor, critique, share ideas, talk and laugh

Question to meeting participants: When you envision the Avondale/UAB partnership, what do you envision being the activities of the UAB faculty?

In the UAB/Avondale Partner School, UAB faculty will

- Become an extension of Avondale teachers
- Try it out: you teach, I teach, we all teach and they [children] get it
- Inform - workshop - CIP - smiling faces
- Share ideas
- Show us [Avondale teachers] how to do things and join in with the students, doing
- Encourage - tell Avondale teachers what we're doing right
- Lean on each other
- Interact with children as though they are their own
- Work in study groups, share articles
- Share materials (teachers will take anything)
- Be visible
- Be equal partners
- Be familiar with classroom students so they can evaluate their student teachers
- Take over a class for a period so teachers can observe or cross visit or conference with each other
- Guide
- Model strategies
- [Develop] knowledge of urban students
- Be realistic when it comes to children and students
- Be visible
- Have opportunity to work with teachers in many ways
- Have empathy with us all

Question: When you envision the Avondale/UAB Partner School, what do you envision the UAB student teachers doing?

In the Avondale/UAB Partner School, student teachers will

- Be relaxed, comfortable
- Bring new methods and ideas
- Spend more time planning, teaching, evaluating, reflecting
- Show leadership and energy
- Teach and learn; bring the teacher new ideas
- Move from dependence to independence
- Perceive [Avondale teachers] as UAB faculty
- Be friendly, open, smiling and laughing
- Have an insightful experience
- Be passionate about being at Avondale, feel as though they are their students
- Come ready to receive but well-equipped with ideas
- Let the classroom teachers have input into the professors and curriculum
- Be a contributing member of the classroom
- Admit failure
- Be able to referee
- Be creative and use their talents
- Need to develop an understanding of this particular urban elementary school, its philosophy, its students, the teachers and the community
- Allow children to teach them
- Begin student teaching when the school begins and have an extended student teaching term
- Not try to make change [in teacher's curriculum or procedures]
- Keep open lines of communication

GOAL

Evaluate, assign and "prep" UAB students for Avondale Clinical Experience.

- Assign UAB students to particular cohort for Avondale
- UAB students get on Birmingham sub roster

GOAL

Identify and structure time schedules for classroom clinical.

- Do we keep UAB students both terms or swap out?
- Clear schedules for "classroom studies"
- How many hours will be required for student teachers?
- Student teachers need to be in a classroom for a continuing length of time
- Time and logistics need to be determined

GOAL

Define roles and responsibilities.

- Clarify and operationally define roles, responsibilities of constituents
- Each person knowing what to do and doing it

GOAL

Develop a curriculum which meet the diverse needs of Avondale and UAB students

- Recheck Avondale teachers' interest in content area for UAB curriculum
- Decide how UAB coursework is to be delivered
- Who will be involved in UAB course delivery - when and how
- Develop a curriculum that will help the slow learner
- How, ways to improve technology
- Provide on site support for students who may need individual attention in a particular curriculum area.
- Formulate specific strategies for grade level instruction-in "Tribes"-community learning, cooperative learning
- Think of curriculum and our kids...developing curriculum with Avondale kids in mind
- Teachers work with student teachers to design curriculum

- All children by providing students with more individual attention and age appropriate work.

GOAL
Develop a process for keeping clear, open lines of communication among all constituents

- Reach agreement on how children learn (philosophical agreement)
- "Regular" time to meet/debrief and discuss progress, concerns, etc. - preferably during school day
- Conferences with UAB, Avondale, and student teachers
- Communication between all parties involved is essential
- Need lines of communication - phone list, e-mail, addresses - messages (Do not call...)
- Developing methods for effectively keeping parents who are not actively participating informed.
- Deciding how to inform parents, teachers, community before school, during first week - letters, open meeting for community
- Ongoing development of communication between the UAB community and the Avondale community
- Regularly scheduled meetings with Partnership groups - select Avondale teachers and involved UAB faculty
- Create a tentative time line for key activities, example: informing parents, teachers
- UAB teachers need to meet Avondale faculty first week of school
- Refer to work from day 1 for what will be needed

GOAL
Develop and implement a plan to promote responsible, professional behavior in all facets of the community

- Respect for Avondale students and teachers
- Student teacher think of themselves as responsible for the classroom and begin to think of themselves as co-teachers
- Flexibility
- Student teachers need to define roles
- Affective
- Behavior=sense of responsibility, follow through on responsibility
- Professionalism
- Student teachers should have a caring attitude
- Teachers should be willing to share themselves
- Freedom to "fail"/have a dud/ lemon now and then
- Must act/behave as a team - that is, the "goal" is that the children win and we don't worry about who gets the credit (Check egos at the door and take on role that helps us all succeed)
- Never lose sight of the vision